



**The Partnership for Assessment of Readiness for
College and Careers (PARCC)**

LEADERSHIP SUMMIT

August 30, 2011

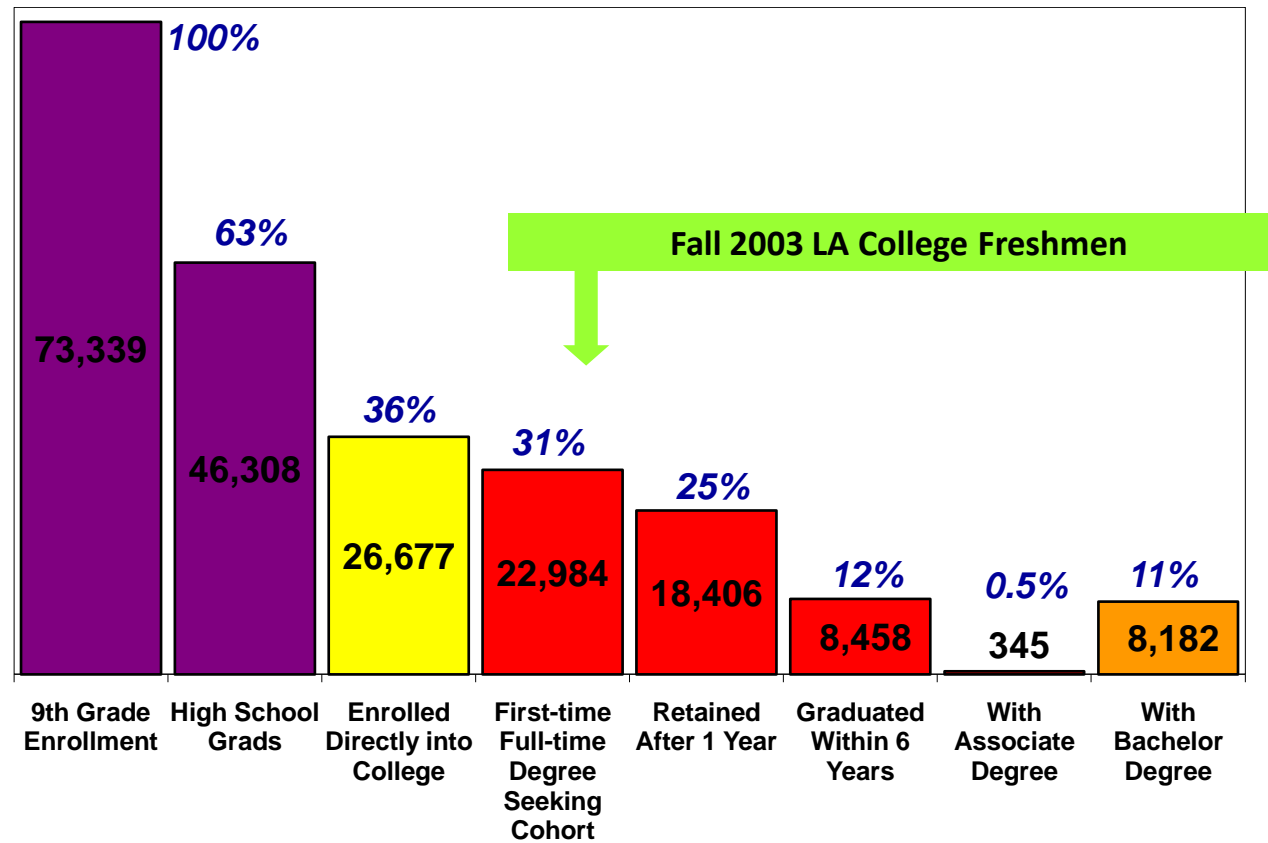
Welcome and Opening Remarks



Dr. James Purcell
Commissioner of Higher Education
Louisiana Board of Regents

Importance of K-12 and Higher Education Collaboration in Louisiana

98-99 Louisiana 9th Grader's Progression into High School and College






Objectives for Meeting

- To provide a detailed briefing to Louisiana's higher education leaders regarding the PARCC initiative and its future impact on college readiness.
- To identify the roles of Louisiana's higher education leaders as common core standards and the PARCC assessments impact the GRAD Act and value-added assessment of teacher preparation programs.

Welcome and Opening Remarks



Ollie Tyler
Acting State Superintendent
Louisiana Department of Education



The Partnership for Assessment of Readiness for College and Careers (PARCC)

PARCC and Postsecondary Education: Creating a Better Pathway for College Readiness and Completion

Allison G. Jones
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President Obama: Reforming Education

“There is no better economic policy than one that produces more graduates. That’s why reforming education is the responsibility of every American – every parent, every teacher, every business leader, every public official, and every student.”

- President Obama said in remarks prepared for delivery at TechBoston Academic in March.



Overview

- National commitment to increase the rates at which students graduate from high school
 - Prepared for success in college and careers
 - Ability to compete in global economy
- National initiatives designed to demystify transition between high school and college
- Policy issues:
 - How can students be prepared academically for college?
 - Can K-12 and higher education curriculum standards be aligned?
 - How do we ensure students who graduate from high school master key core competencies in English and mathematics that point to college success?
 - What are the core competencies?



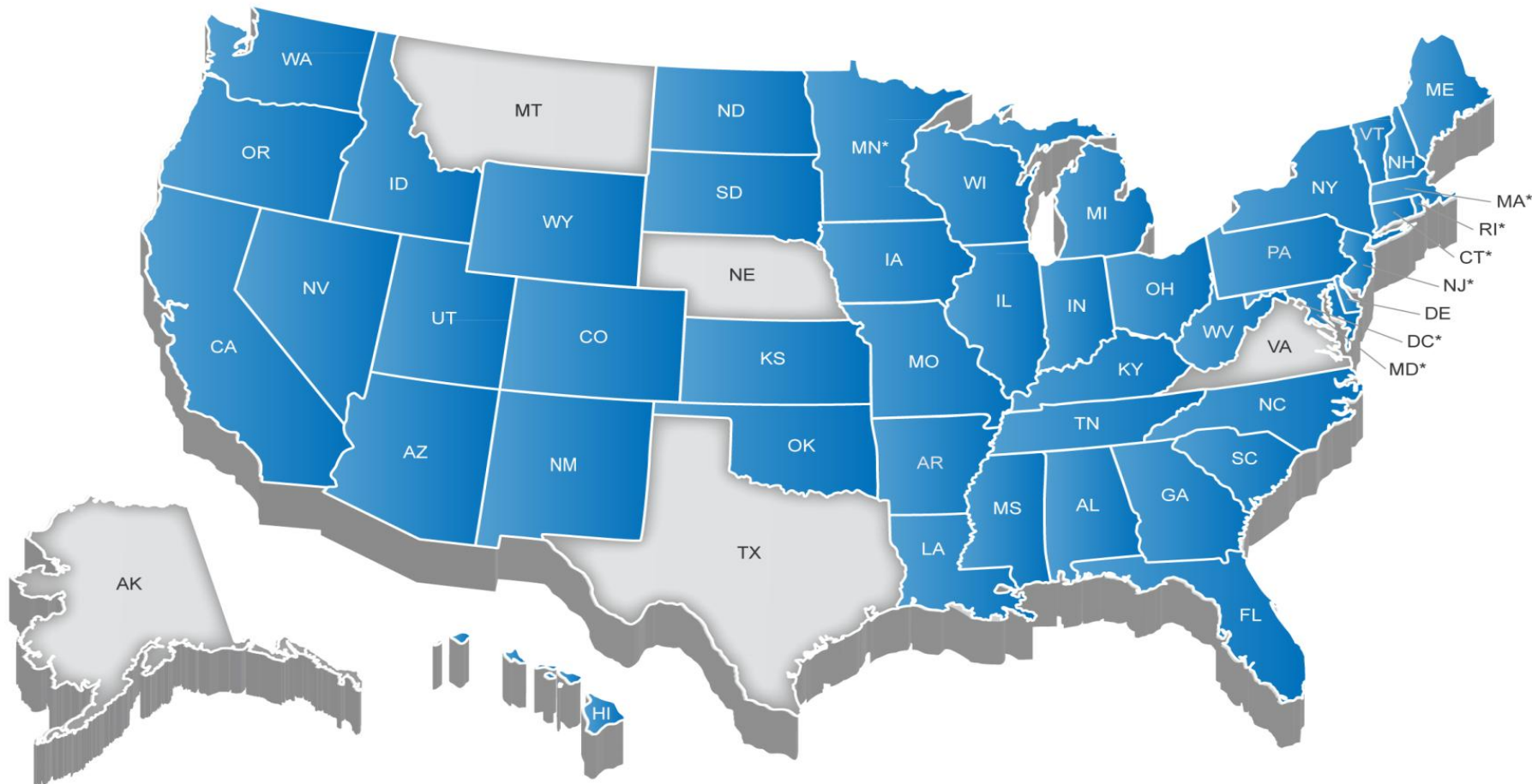
Once in a Lifetime Moment

- At a once in a lifetime moment in education reform
- Nearly every state in the nation is working to improve academic standards and assessments
- The Common Core State Standards in English language arts/literacy and mathematics were created by educators around the nation
- Overarching goal: to ensure students graduate with the knowledge and skills most demanded by college and careers



THE COMMON CORE STATE STANDARDS

45 States + DC Have Adopted the Common Core State Standards



*Minnesota adopted the CCSS in ELA/literacy only



Key Advances of the Common Core

MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

High school standards organized by conceptual categories

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/ explanatory writing, and research

Speaking and listening skills

Literacy standards for history, science and technical subjects



ANCHORED IN COLLEGE AND CAREER READINESS



What's Next?

Common Assessments

- **Common Core State Standards** are critical, but just the first step
- **Common assessments** aligned to the Common Core will help ensure the new standards truly reach every classroom

About PARCC



Race to the Top: Assessment Program Competition

- \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards
- The competition asked consortia to design assessment systems that meet the dual needs of *accountability* and *instructional improvement*
- In September 2010, the U.S. Department of Education awarded grants to:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessments systems, and states participating in either consortium will administer new assessments statewide by 2014-2015



About PARCC

- PARCC is an alliance of 25 states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers
- PARCC is state-led and a subset of PARCC states make up its Governing Board
- State-based collaboration is the hallmark of PARCC, and collectively these states educate more than 31 million students — nearly 63% of K-12 students attending American public schools

A black and white photograph showing a person's arm and hand resting on a large, stylized letter 'A'. The hand is positioned near the top left of the 'A', with fingers slightly curled. The 'A' is a simple, bold outline. The background is dark and textured.





PARCC 15 Governing Board States

- Arizona
- Arkansas
- District of Columbia
- Florida (*Fiscal Agent*)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (*Board Chair*)
- New Jersey
- New York
- Oklahoma
- Rhode Island
- Tennessee

Role of Governing Board States

- Governing States will pilot and field test the assessment system components during the 2011–12, 2012–13 and 2013–14 school years, and administer the new assessment system during the 2014-15 school year
- Governing States will use the results from the PARCC assessments in their state accountability systems
- The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures



PARCC 9 Participating States

- Alabama
- Colorado
- Delaware
- Kentucky
- Mississippi
- North Dakota
- Ohio
- Pennsylvania
- South Carolina

Definition of Participating States

- Participating States provide staff to serve on PARCC's design committees, working groups, and other task forces established by the Governing Board to conduct the work necessary to design and develop PARCC's proposed assessment system
- By 2014–15, any state that remains in PARCC must commit to statewide implementation and administration of the Partnership's assessment system
- Any PARCC Participating State prepared to make the commitments and take on the responsibilities of a Governing State can become one



PARCC Project Management Partner

- PARCC selected Achieve as its Project Management Partner to play a key role in coordinating the work of the Partnership based on Achieve's deep experience:
 - Developing educational standards, including the Common Core State Standards;
 - Leading multi-state assessment development efforts anchored in college- and career-ready goals; and
 - Convening a cross-section of state leaders around common issues and challenges
- Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship
- Achieve's Board consists of Democratic governors, Republican governors and business leaders



K-12 and Postsecondary Roles in PARCC

K-12 Educators & Education Leaders

- Educators will be involved throughout the development of the PARCC assessments and related instructional and reporting tools to help ensure the system provides the information and resources educators most need

Postsecondary Faculty & Leaders

- More than 200 institutions and systems covering hundreds of campuses across PARCC states have committed to help develop the high school assessments and set the college-ready cut score that they will then use to place incoming freshmen



Higher Education: Key PARCC Partner

- **Nearly 1,000 colleges and universities across all 25 PARCC states committed as partners**
- **Role of Higher Education:**
 - Partner with K-12 to develop college-ready high school assessments in English and mathematics acceptable to all PARCC colleges and universities
 - Guide long-term strategy to engage ***all*** colleges and universities in PARCC states
 - Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses
- **PARCC college-ready assessments will help students –**
 - To enter colleges better prepared
 - To persist in and complete degree and certificate programs

PARCC's Goals



The PARCC Goals

1. Create high-quality assessments
 - Grounded in research; internationally benchmarked; anchored in college readiness
2. Build a pathway to college and career readiness for ***all*** students
 - Aligned to college- and career-ready, common core standards
 - Signal students about college readiness
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels



Goal #1: Create High Quality Assessments

Priority Purposes of PARCC Assessments:

1. Determine whether students are college- and career-ready or on track
2. Assess the full range of the Common Core Standards, including standards that are difficult to measure
3. Measure the full range of student performance, including the performance high and low performing students
4. Provide data during the academic year to inform instruction, interventions and professional development
5. Provide data for accountability, including measures of growth
6. Incorporate innovative approaches throughout the system



Goal #1: Create High Quality Assessments

- To address these priority purposes, PARCC will develop an assessment system comprised of **four components**. Each component will computer-delivered and will leverage technology to incorporate innovations.
 - Two ***summative assessment components*** designed to
 - Make “college- and career-readiness” and “on-track” determinations
 - Measure the full range of standards and full performance continuum
 - Provide data for accountability uses, including measures of growth
 - Two ***formative assessment components*** designed to
 - Generate *timely* information for informing instruction, interventions, and professional development during the school year
 - In ELA/literacy, an additional *third* formative component will assess students’ speaking and listening skills



Goal #1: Create High Quality Assessments

- Summative Assessment Components:
 - **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
 - **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items
- Formative Assessment Components:
 - **Early Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs
 - **Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component

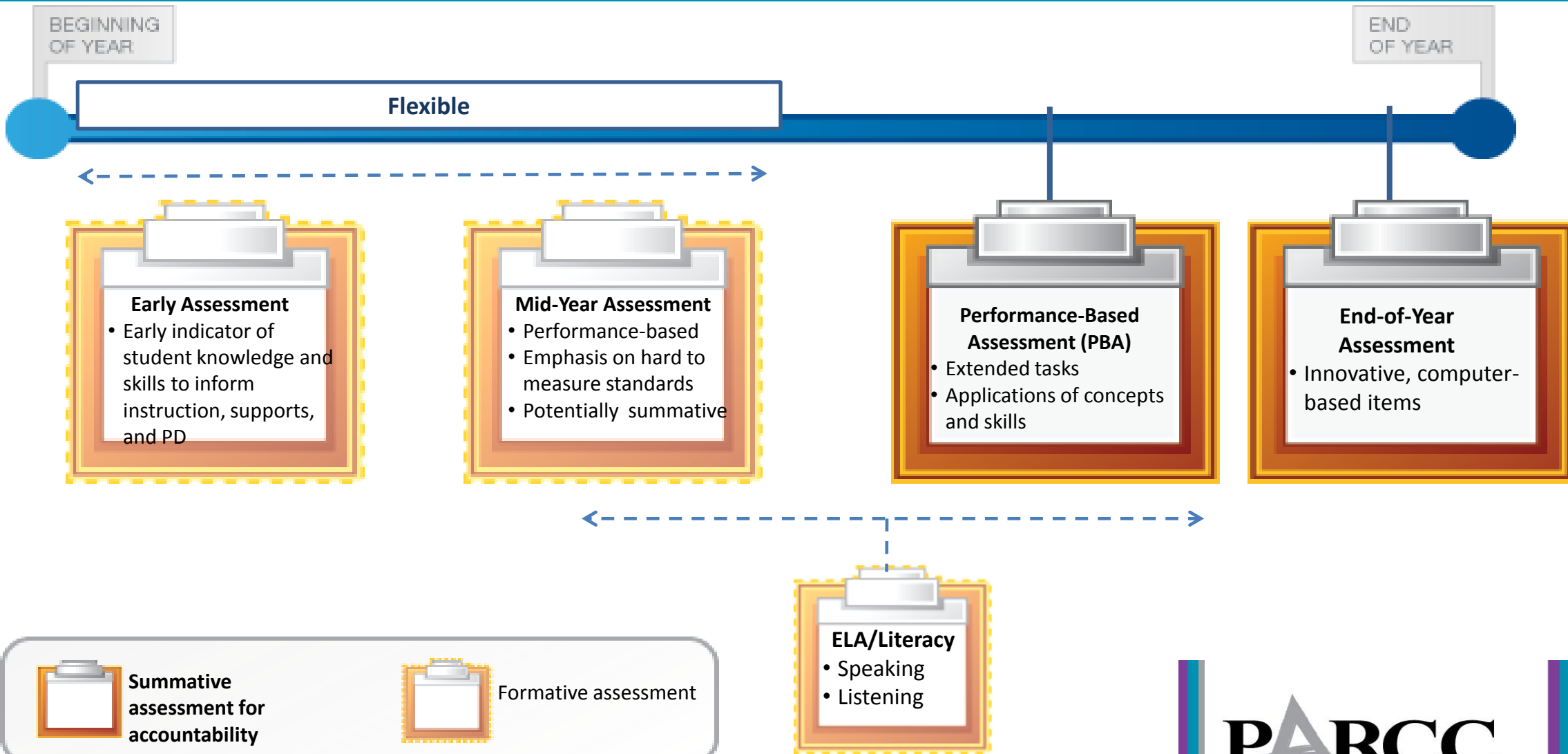


Goal #1: Create High Quality Assessments

The PARCC assessments will allow us to make important claims about students' knowledge and skills.

- In English Language Arts/Literacy, whether students:
 - Can Read and Comprehend Complex Literary and Informational Text
 - Can Write Effectively When Analyzing Text
 - Have attained overall proficiency in ELA/literacy
- In Mathematics, whether students:
 - Have mastered knowledge and skills in highlighted domains (e.g. domain of highest importance for a particular grade level – number/ fractions in grade 4; proportional reasoning and ratios in grade 6)
 - Have attained overall proficiency in mathematics

Goal #1: Create High-Quality Assessments



Goal #2: Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th-grade bridge courses
- PD for educators

K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS



Goal #3: Support Educators in the Classroom

INSTRUCTIONAL TOOLS TO SUPPORT
IMPLEMENTATION

PROFESSIONAL DEVELOPMENT
MODULES

K-12 Educator

TIMELY STUDENT ACHIEVEMENT
DATA

EDUCATOR-LED TRAINING TO SUPPORT
“PEER-TO-PEER” TRAINING



Goal #4: Develop 21st Century, Technology-Based Assessments

PARCC's assessment will be computer-based and leverage technology in a range of ways to:

- Item Development
 - Develop innovative tasks that engage students in the assessment process
- Administration
 - Reduce paperwork, increase security, reduce shipping/receiving & storage
 - Increase access to and provision of accommodations for SWDs and ELLs
- Scoring
 - Make scoring more efficient by combining human and automated approaches
- Reporting
 - Produce *timely* reports of students performance throughout the year to inform instructional, interventions, and professional development



Goal #4: Develop 21st Century, Technology-Based Assessments

- PARCC assessments will be purposefully designed to generate **valid, reliable and timely** data, including measures of **growth**, for various accountability uses including:
 - School and district effectiveness
 - Educator effectiveness
 - Student placement into college-credit bearing courses
 - Comparisons with other state and international benchmarks
- PARCC assessments will be designed for other accountability uses as states deem appropriate

Implementation and Instructional Support & Next Steps

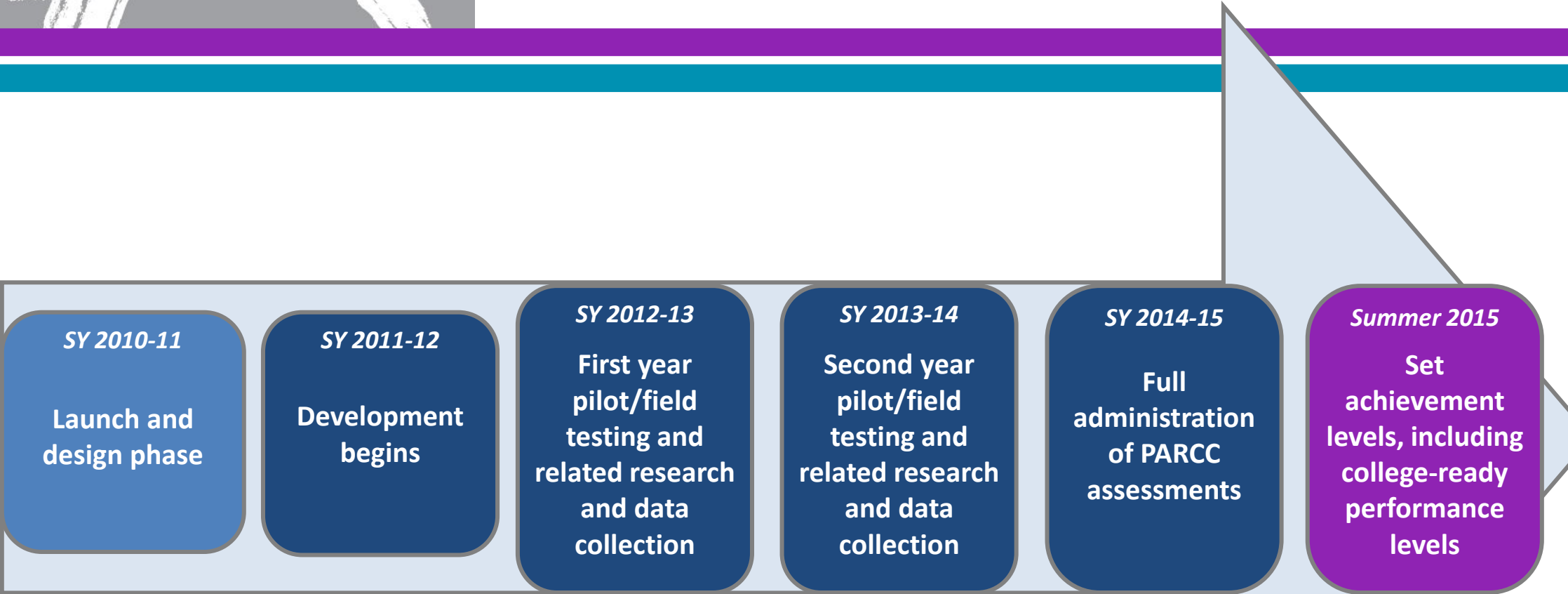


PARCC's Implementation Support & Stakeholder Engagement

To support state efforts to **implement and transition** to the Common Core and next generation assessments, PARCC will facilitate:

- *Strategic planning and collective problem solving* for the implementation of CCSS and PARCC assessments
- Collaborative efforts to develop the highest priority *instructional and support tools*
- Multi-state support to build *leadership cadres of educators*
- Multi-state support to engage the *postsecondary community* around the design and use of the assessments

PARCC Timeline





Key Challenges for PARCC

Technical Challenges

- Developing an interoperable technology platform
- Transitioning to a computer-based assessment system
- Developing and implementing automated scoring systems and processes
- Identifying effective, innovative item types

Implementation Challenges

- Estimating costs over time, including long-term budgetary planning
- Transitioning to the new assessments at the classroom level
- Ensuring long-term sustainability

Policy Challenges

- Student supports and interventions
- Accountability
- High school course requirements
- College admissions/placement
- Perceptions about what these assessments can do



PARCC Highlights: The Work is Underway

- Governing Board meetings where major decisions have been made around assessment design, procurement schedule, committee structure and by-laws
- Consortium-wide and in-state meetings, including first Transition & Implementation Institute, attended by 200 state and district leaders from 22 states
- Release of final by-laws, draft content frameworks and launch of PARCC website (www.parcconline.org)
- Direct engagement with over 1,000 educators, K-12 and postsecondary leaders and state and local officials



PARCC's Key Stakeholders

Teachers, School Leaders, District Administrators, and State Officials

- Stakeholders will regularly and quickly have a wider variety of useful performance data

Parents, Students, and the Public

- PARCC's assessments will, for the first time, give information about student performance relative to children in other states and against achievement standards anchored in college- and career-ready knowledge and skills

Higher Education

- Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit-bearing postsecondary courses by the time they graduate from high school

Definition of College Ready (Remediation)



PARCC States: College Readiness Benchmarks

- Placement tests vary from state-to-state:
 - ACT
 - SAT
 - ACCUPLACER
 - COMPASS
 - High school GPAs

PARCC States' College-Ready Benchmarks

		ACT	SAT	PARCC STATES ACT			PARCC STATES SAT		
				Low	High	Median	Low	High	Median
CRITICAL READING (SAT)/ ENGLISH (ACT)		18	500 (50%)	17	21	19	400	600	450/500
MATH (SAT)/ COLLEGE ALGEBRA (ACT)		22	500 (54%)	16	22	19	400	600	460/500

Source: SAT: The College Board, Wayne Camara, Vice President Research and Development.
65% probability FTF earn 2.7 (B-) or higher.

ACT: Issues in College Readiness, 2010. 50% probability of B or better; 75%, C or better.

PARCC: PARCC State responses to Remediation Policies, HE 01-11, January 6, 2011



PARCC States: College Readiness Benchmarks

- Most PARCC states **meet and require** minimum benchmarks for college-readiness
- But, College Ready (remediation) scores vary –
 - By states
 - By higher education systems within a state
 - By college/universities within a system
- No single definition of college readiness/remediation
- Result: the definition of “first-year, credit-bearing course” varies from state-to-state:
 - Especially within mathematics courses
 - Most PARCC states use college algebra as an entry-level course
 - Some individual state institutions and systems offer intermediate algebra as an option



Failure to Meet English and Math Proficiency

- Students **cannot enroll** in many required college classes until they meet the requirement;
- They must **spend time taking remedial** English and math classes during their freshman year until they meet the requirement;
- They will **graduate later** because they get no degree credit for these remedial classes;
- They may have to pay **additional charges** for these classes; and
- If they do not demonstrate proficiency by the end of the freshman year, they will be **disenrolled**.



ADP Research Documents Expectations Gap

What students are typically expected to know at the end of high school, as defined by state standards, required curriculum and assessments

≠

The knowledge and skills demanded by postsecondary and employers for successful first-year students and new employees.

RESULT

In many states, students can earn a high school diploma without the skills necessary for success in college and careers.




The Challenge Ahead

- Identifying a set of core competencies in English and mathematics reflected in the Common Core State Standards (CCSS) that signal that a student is on-track to be college-ready
- Setting a college ready cut score acceptable to all colleges and universities within and across states
- Agreeing on college-readiness standards
- Communicating clear placement standards to high school teachers
- Helping students use their senior year more effectively to prepare academically for college.
- Aligning definition of college readiness between two consortia.



Common Core State Standards

College and Career Readiness



College Readiness: Placement NOT Admission

College Readiness

- Mastery of core competencies in Common Core State Standards identified by postsecondary education faculty as key to success in entry-level, credit-bearing courses in English and mathematics
- Placement into “General Education types” of English (101) and College Algebra
- Not intended to determine admission to college or university
- Does not replace college/university tests to place students into higher level mathematics and English courses
- Does not address non-traditional students who delay enrollment



College Readiness Assessment

- Higher Education will only accept PARCC College Readiness assessment if there is confidence in how the college readiness cut score is set
- Determined after 2014-15 when K-12 assessment is administered
- Based upon research
- External validation (e.g., administer assessment to Freshmen students)



Common Core State Standards That Measure College Readiness

***Key College Ready Competencies Required in
English Language Arts and Literacy***

in

***History/Social Studies, Science, and Technical
Subjects***



Common Core Initiative Mission

The Common Core State Standards –

- Provide a **consistent, clear** understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- Designed to be robust and **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
- With American students fully prepared for the future, our communities will be best positioned to **compete successfully** in the global economy.

Source: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)



English Language Arts and Literacy: Key College Ready Competencies

Standards –

- **Not limited to the traditional boundaries** of K-12 ELA courses where the content emphasis is **traditionally focused on reading and writing about literature**
- Explicitly **demand attention to literacy skills across the curriculum**, not just in English classes
- Able to read a ***range of complex texts***, including texts students encounter in English, social studies, science and technical classes



English Language Arts and Literacy: Key College Ready Competencies

- Ability to **read and comprehend a range of complex texts** commonly **found in college** and careers independently
- Ability to **draw evidence from texts** and **write effectively** about them
- *Ability to **conduct research** and **apply that research to solve problems** or address a particular issue****
- Ability to **evaluate and write arguments** based on substantive claims, sound reasoning, and relevant evidence
- Ability to **discuss and debate findings** and evidence with peers, demonstrating a **command of standard English** as appropriate



Important to Higher Education Faculty: Ability to Conduct Research

- Colleges and universities require students --
 - To conduct research and apply that research to solve problems or address a particular issue
 - To identify areas for research, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
- Standards require students –
 - To conduct short, focused projects and longer term in-depth research
 - To gather relevant, credible information from multiple print and digital sources
 - To know how to sift through evidence and assess the credibility and accuracy of each source
 - To present an account of their research, demonstrating their understanding of or defending a position on the subject under investigation
 - To produce clear and coherent writing whatever the selected format
 - To communicate research finding (speaking and listening skills)



Common Core State Standards

Key College Ready Competencies Required in Mathematics



Overview of High School Mathematics Standards

The high school mathematics standards:

- Call on students to practice ***applying mathematical ways of thinking*** to real world issues and challenges
- Require students to develop a ***depth of understanding and ability to apply mathematics to novel situations***, as college students and employees regularly are called to do
- Emphasize ***mathematical modeling***, the use of mathematics and statistics to *analyze empirical situations*, understand them better, and improve decisions
- Identify the mathematics that all students should study in order to be ***college and career ready***



College and Career Readiness in Mathematics

- Algebra I
- Geometry
- Algebra II
- Integrated Mathematics I, II, III



Key Mathematics Competencies

- Key Competencies:
 - The Number System
 - Ratio and Proportions
 - Expressions and Equations
 - Number and Quantity
 - Algebra: Seeing Structure in Expressions, Creating Equations, Reasoning with Equations and Inequalities
 - Functions: Interpreting Functions, Building Functions
 - Geometry: Modeling with Geometry
 - Statistics and Probability: Interpreting Categorical and Quantitative Data



Math Focus Group Recommendations: Grade Based & College Ready Designation

=> **Course-Based rather than Grade-Based**

=> **“College Ready”**

- **Test taken in 9th or 10th grade**

- Even though “College Ready,” students will be considered “conditionally college ready” due to year of school.
- Therefore, students must continue to complete successfully progressively rigorous high school level course work through the end of 11th grade to retain their “College Ready” designation
 - » It is recommended that these students take mathematics in the 12th grade.
- Any student who also takes a college level course during this time will automatically be considered College Ready.

- **Test taken in 11th grade**

- No additional coursework required.
 - » It is recommended that these students take mathematics in the 12th grade.

=> **“Conditionally College Ready”**

- Designed to include students who are on-track for college readiness, but need additional instruction to ensure they hit the mark by the end of high school.
- **Test taken in 9th or 10th grade**
 - Considered conditionally ready due to year of school.
 - Students must continue to successfully complete progressively rigorous high school level course work through the end of 12th grade to be considered College Ready.
 - Any student who also takes a college level course during this time will automatically be considered College Ready.
- **Test taken in 11th grade**
 - Students must continue to successfully complete progressively rigorous high school level course work through the end of 12th grade to be considered College Ready.
 - Any student who also takes a college level course during this time will automatically be considered College Ready.

Higher Education Engagement



Higher Education Engagement

State Visits

- Academic Leadership (faculty and administrative)

College Ready Advisory Committee (ACCR)

- System and institution chancellors/presidents from partnership states
- Representatives from education associations, HSI, and HBCU

Higher Education Leadership Team

- Helps shape PARCC's strategy for working with postsecondary education systems, institutions, academic administrators, and faculty in addition to K-12 to ensure the successful
- Participates in the development and implementation of college-ready assessments

State Higher Education Leadership Teams

- Designate leadership team members to work with constituents



Higher Education Engagement


- Collaborate on design parameters
- Identification of college-ready core competencies in ELA and mathematics in the CCSS
- Develop college ready cut scores based upon research and validation
- Better alignment of high school curricula with first-year college courses
- Development of “bridge courses” and exploration of dual enrollment policies
- Target college readiness supports to help students make the transition



The Challenge Ahead for Higher Education

- Identifying a set of core competencies in English and mathematics reflected in the Common Core State Standards (CCSS) that signal that a student is on-track to be college-ready
- Setting a college ready cut score acceptable to all colleges and universities within and across states
- Agreeing on college-readiness standards
- Communicating clear placement standards to high school teachers
- Helping students use their senior year more effectively to prepare academically for college.
- Aligning definition of college readiness between two consortia.

Benefits to Higher Education



Common Standards and Assessments: Benefits to Higher Education

- **Improved preparation** of incoming students – from all states
- **Better information** about the preparation of incoming students
- **Reduced remediation** rates
- **Increased degree** attainment rates
- Clear **guidance for teacher preparation programs** regarding content and skills teacher at each grade must be prepared to teach
- **Increased academic rigor** in entry-level, credit-bearing college courses



Why Is Commitment to College and Career Readiness So Critical?

- **A high school diploma is no longer enough:**
 - 83% of the nation's jobs require some postsecondary education or training.
- Currently, far too many students drop out or graduate from high school without the knowledge and skills required for success, closing doors and limiting their post-high school options and opportunities.
- The best way to prepare students for life after high school is to align K-12 and postsecondary expectations.
- All students deserve a world-class education that prepares them for college, careers and life.



“If we cannot learn wisdom from experience, it is hard to say where it is to be found.”

--George Washington



Team Interaction

Callie Riley

Program Associate Postsecondary Engagement
Achieve

Kevin Days

Associate Director for Post-secondary Engagement
Achieve



Team Interaction Questions

1. How will the Common Core State Standards and PARCC assessments benefit high school students entering your institutions in the future?
2. What challenges will be faced by individual colleges (e.g., Colleges of Arts/Sciences/Humanities; College of Education) within your universities as shifts occur to the new Common Core State Standards, PARCC assessments, and college-ready cut scores?
3. What questions do you have about the PARCC assessments and Common Core State Standards?



Team Interaction Process

1. Discuss the three questions as a campus team.
2. Have one person on the team record team responses on the goldenrod sheet.
3. Share a benefit and challenge (or question) with the large group.
4. Submit the goldenrod sheet at the end of the interaction session.



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**Partnership for Assessment of Readiness for College and
Careers**

<http://www.fldoe.org/parcc/>

www.achieve.org/PARCC